

With manual training, however—using the term in its broadest sense, so as to include even the occupations in the kindergarten school—the child is not compelled to lie to you and to himself by pretending to a literary power he cannot possess. One simply employs the natural instinct of the child to use its hands; one merely seizes upon that passion of most children to make something; one but leads into regulated channels the brimming enthusiasm of healthy youth, for the bending and shaping of inanimate things. The first step towards this real education is, of course, to secure smaller classes in the schools, and over those smaller classes to place in every instance teachers who know how to teach. The second step is to introduce into our school programmes, from the very first to the very last year of school, as much manual training as possible. For manual training, of whatever type, cannot be done by battalions; it must be performed by individuals. Handwork cannot be slurred over in chorus; it must really be done, each piece and process, under the teacher's eye.

Brush drawing, paper-folding, &c.: When the Newton, Newmarket, and Ponsonby Manual Training Schools were established in Auckland four and a half years ago, to provide training in woodwork and cookery for the boys and girls respectively who were in the upper standards of the primary schools, it was recognised that, in order to obtain the greatest efficiency from these schools, a systematic course of handwork, beginning with the commencement of the school life of the pupil, should be introduced. Steps were therefore taken to engage an expert from England, whose duty it would be to train the teachers in drawing and handwork, so that they could teach these subjects in their schools. As a result, four years ago, Mr. Harry Wallace, who was engaged in a similar position under the Burslem School Board, was appointed, and a year and a half later, on account of the rapid growth of the work, an additional appointment for the same purpose was made in the person of Mr. Francis C. J. Cockburn, of the Halifax Higher-grade School, England. The teachers of the Board have availed themselves very largely of these special classes provided for them, and during the past four years over seven hundred have been in attendance, and the result of the training they have received is shown in the high quality of the work now being done in their schools, which reflects the highest credit upon Messrs. Wallace and Cockburn and the teachers alike.

In a large number of the schools handwork, embracing such subjects as stick-laying, cane-weaving, paper cutting and folding, cardboard modelling, free-arm drawing, plasticine (clay) modelling, brush drawing, &c., are taught, from the lowest classes upwards. On account of its great value in co-ordination with nature-study and elementary agriculture, brush drawing has been taken up more than any other. In connection with this work it is necessary to issue a word of warning to teachers. Children taking up brush drawing, as a rule, are keenly interested in the work from the start, no doubt largely due to the fact that the normal child loves colours, and there is no necessity, under the impression that the interest would be increased, for them to commence their brush drawing from nature. Before nature-work is attempted the child should have some control over the brush, and be able to draw the simpler typical brush forms, and to use these to build up simple designs. As facility is obtained, nature-drawing can gradually be introduced, and, whilst interest has all the time been maintained, the quality of the nature-drawing will tend to become much less of the "impressionism" type, and far truer to nature. The number of schools in which brush drawing, &c., was taught in the Auckland District in 1907 was 231, the number of pupils receiving instruction being 21,487, an increase of 36 schools and 4,058 pupils over those of the previous year.

Needlework: The importance of this subject for girls, from the utilitarian as well as from the educational point of view, cannot be overestimated, especially in a country such as New Zealand, where the obtaining of domestic help is becoming increasingly difficult. Many teachers have never had an opportunity of receiving any systematic instruction in needlework, and I hope, when the new Technical College is erected, to be able to provide such training. Last year sixty-six sole-charge schools, having no female teachers, availed themselves of the financial assistance given under the Regulations for Manual and Technical Instruction and appointed sewing-mistresses. The number of children who received instruction in needlework was 946.

Swimming and life-saving: In this country, where waterways play so important a part, it is absolutely essential that every boy and girl should learn not only how to swim, but should also be able to render assistance in cases of drowning, and it is to be regretted that only two schools in the district took the subject up. The regulations of the Department demand only twenty half-hour lessons during the year, and for this course of instruction a payment of 2s. 6d. per annum is made for each unit of average attendance. As the Board has now decided that 75 per cent. of the capita-tion earned by such classes shall go to the teacher of the classes, it is hoped that a larger number of pupils will receive instruction, especially as there are so many rivers and creeks in the province, apart altogether from the facilities of the sea-shore, where such instruction could be given.

Other subjects: Three classes in elementary chemistry, one in physical measurements, and one in elementary physiology were recognised under the Manual and Technical Instruction Regulations during the past year.

*Agricultural Education.*—When I submitted to the Board in May, 1904, a scheme of agricultural education for Auckland, I pointed out the fact that New Zealand had to compete for the sale of its agricultural produce in the markets of the world, and that it was essential for our very existence that we should leave no stone unturned to make the education of those engaged in our chief industry—agriculture—as efficient as possible. The following extract from a letter written in May last by President Roosevelt to the President of the National Society for the Promotion of Industrial Education of the United States, a society, I may say, of which I am a member, is, I think, worth quoting:—

"As a people, there is nothing in which we take a juster pride than our educational system. It is our boast that every boy or girl has a chance to get a school training; and we feel it is a